

Y34 Writing 2019/2020

Y3 objectives that we would expect children to use in most pieces of writing:

- To proof read their and others work to check for errors (with increasing accuracy) and to make improvements.
- To try to maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
- To use 'a' or 'an' correctly throughout a piece of writing.
- Spell all Year 2 common exception words and some year 34 words (see NC appendix 1 list).
- Handwriting is mostly joined and increasingly fluent.
- To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition.
- Begin to use ideas from their own reading and examples to plan their writing.
- To begin to organise their writing into paragraphs around a theme.

Y4 objectives that we would expect children to use in most pieces of writing:

- To proof read consistently and amend their own and other's writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
- To maintain an accurate tense throughout a piece of writing.
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
- Spell most y3/4 word accurately.
- Demonstrate legible joined handwriting with increasing fluency.
- To recognise and use the terms proposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
- To consistently use apostrophes for singular and plural possession as well as contraction and recognise the difference.
- To organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

Spoken language targets expected to be used in all lessons:

- Discuss words and phrases that capture the reader's interest and imagination.
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.

Terminology

Y3: word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, clause, subordinate clause.

Y4: Y3 terminology and pronoun, possessive pronoun and adverbial.

Autumn 1:

Week	Text Type and Topic	Targets from framework	SPaG objectives
Week 1	Character description Harry Potter.	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. • Develop use of expanded noun phrases to describe settings and characters. • To begin to create settings and characters. • Begin to use a range of prepositions to show time, place and cause. • To use the punctuation: capital letters, full stops, commas in lists and exclamation marks. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To create settings and characters. • To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. 	<p>Word structure Y3 Use of determiners a or an. Y4 The difference between plural and possessive -s. Sentence structure Y3 Prepositions: before, during, after, in, on. Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials. Text structure Y3 Use of perfect forms for verbs Y4 Appropriate choice of pronoun or noun across sentences. Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks. Y4</p>
Week 2	Setting description Harry Potter		

		<ul style="list-style-type: none"> To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fictions (examples or character and setting descriptions). Compose and rehearse sentences orally. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.
Week 3	Recount - life as a Roman soldier.	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. Begin to extend the range of sentences to include complex and compound. Develop use of expanded noun phrases to describe settings and characters. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions (when, before after, because), which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently use apostrophes for singular and plural possession as well as contraction and recognise the difference. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fictions (recounts). Compose and rehearse sentences orally. Read aloud their own writing, to a group or the whole class. 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p> <p>Y4 Use of paragraphs top organise ideas around a theme.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Apostrophes to mark singular and plural possession. E.g. the girl's name (one girl), The boys' football (more than one boy).</p>
Week 4	Recount - life as a gladiator		

			To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.
Week 5	Narrative: Romulus and Remus	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. To begin to create settings, characters and plot in narratives. Begin to extend the range of sentences to include complex and compound. Begin to use a range adverbs and prepositional starters. To include speech using inverted commas. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 Standard English forms for verb inflections e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done'.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Introduction of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Use of speech marks to punctuate direct speech. Apostrophes to mark singular and plural possession. To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 6	Narrative: Romulus and Remus	<p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To create settings, characters and plot in narratives to engage the reader and to add atmosphere. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To include speech using inverted commas and the correct speech punctuation inside the speech marks (commas, exclamation marks or question marks). <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fictions (examples of traditional tales and Roman myths). Compose and rehearse sentences orally (including dialogue), 	

Week 7	Non chron report - Romans	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To begin to use the structure of a wider range of text types: subheadings. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. To extend the range of sentences with more than one clause by using a wider range of conjunctions. Begin to use a range of adverbs and prepositions to show time, place and cause. To use the punctuation: capital letters, full stops, question marks and commas in a list. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To use subheadings, bullet points and pictures/diagrams with labels. To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, before, after, because (which are sometimes in varied positions within sentences). To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. Use commas correctly after adverbials and reporting clause. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 8	Non chron report - romans		

		<ul style="list-style-type: none"> Listen to and discuss a wide range of non-fiction (examples of reports). 	
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Y3/4 Writing 2019/2020

Autumn 2:

Week	Text Type and Topic	Targets from framework	SPaG objectives
Week 1	Roman myths and gods story	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. To begin to create settings, characters and plot in narratives. Begin to extend the range of sentences to include complex and compound. Begin to use a range adverbs and prepositional starters. To include speech using inverted commas. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To create settings, characters and plot in narratives to engage the reader and to add atmosphere. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. 	<p>Word structure Y3 Word families based on common nouns. Y4 Standard English forms. Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on. Y4 Fronted adverbials. Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings. Y4 Use of paragraphs to organise ideas around a theme. Punctuation Y3 Introduction of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and exclamation marks. Y4</p>
Week 2	Roman myths and gods story		
Week 3	Roman myths and gods story		

		<p>To include speech using inverted commas and the correct speech punctuation inside the speech marks (commas, exclamation marks or question marks).</p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fictions (examples of Roman myths and gods stories). • Compose and rehearse sentences orally (including dialogue), 	<p>Use of speech marks to punctuate direct speech.</p> <p>To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 4	Autumn poetry: haikus And descriptive poems with more than one stanza.	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (studying different poems). • To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (studying different poems). • Use rhyming couplets. • Use more than one stanza. • Develop use of expanded noun phrases. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to vary writing more for a wide range of purposes and audiences, using formal and informal language. • To expand noun phrases. • Use rhyming couplets. • Use more than one stanza: organising ideas in the different stanzas. • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poetry. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Capital letters to start each line.</p> <p>Y4 Capital letters to start each line. Exclamation marks and question.</p>

		<ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
Week 5	Newspaper report: Boudicca	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> Begin to use ideas from their own reading and examples to plan their writing (look at newspaper examples). To begin to organise their writing into paragraphs around a theme. To begin to use the structure of a wider range of text types: subheadings, title, captions, and pictures. Use paragraphs to organise ideas. To use conjunctions, including when, if, because, and or though. Develop use of expanded noun phrases. To include quotes using inverted commas to show speech. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use genre specific layout devices: title, subheading, by line, opening sentence, pictures, and captions. Begin to vary writing more for a wide range of purposes and audiences: use speech to show informal writing. To use inverted commas to show quotes. Use the correct punctuation inside the inverted commas: commas, exclamation marks, question marks. <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of newspaper reports. Compose and rehearse sentences orally (including quotes). 	<p>Word structure Y3 Use of determiners a or an.</p> <p>Y4 The difference between plural and possessive -s. Standard English forms for verb inflections e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done'.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Introduction of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Use of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 6	Newspaper report: Boudicca		

Week 7	Poetry: descriptive winter poetry with more than one stanza and acrostic poems.	<p>YEAR 3 EXPECTATIONS</p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (studying different poems). • To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (studying different poems). • Use rhyming couplets. • Use more than one stanza. • Develop use of expanded noun phrases. <p>YEAR 4 EXPECTATIONS</p> <ul style="list-style-type: none"> • Begin to vary writing more for a wide range of purposes and audiences, using formal and informal language. • To expand noun phrases. • Use rhyming couplets. • Use more than one stanza: organising ideas in the different stanzas. • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • Include alliteration and similes. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poetry. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Capital letters to start each line.</p> <p>Y4 Capital letters to start each line. Exclamation marks and question.</p>
Week 8	Performance Poetry		

Y3/4 Writing 2019/2020

Spring 1:

Week	Text Type and Topic	Targets from framework	SPaG objectives
Week 1	Diary entries Explorers	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. Begin to extend the range of sentences to include complex and compound. Begin to use a range of conjunctions. To use prepositions. To use a full range of punctuation: capital letters, full stops, commas in lists, commas after adverbials Develop use of expanded noun phrases to describe settings and characters. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To create settings, characters and plot in narratives to engage the reader and to add atmosphere. To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently use apostrophes for singular and plural possession as well as contraction and recognise the difference. <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of diary entries.. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 Standard English forms.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 2	Diary entries Explorers		

Week 3	Instructions: Sandwiches and road safety pamphlet.	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To begin to use the structure of a wider range of text types: subheadings. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, and or though. To use imperative verbs and time adverbials. To use the punctuation: capital letters, full stops, question marks and commas in a list. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To use subheadings, bullet points and pictures/diagrams with labels. To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, before, after, because (which are sometimes in varied positions within sentences). Use commas correctly after adverbials and reporting clause. To use adverbs to add detail to instructions: e.g. carefully. To use chronological order. <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of instructions. Compose and rehearse sentences orally. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 Standard English forms.</p> <p>Sentence structure Y3 Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 4	Instructions (trebuchets)		
Week 5	Non-chron reports: stone age	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4</p>

<p>Week 6</p>	<p>Non-chron reports: stone age</p>	<ul style="list-style-type: none"> • To begin to use the structure of a wider range of text types: subheadings. • To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. • To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, and or though. • Begin to use a range of adverbs and prepositions to show time, place and cause. • To use the punctuation: capital letters, full stops, question marks and commas in a list. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To use subheadings, bullet points and pictures/diagrams with labels. • To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, before, after, because (which are sometimes in varied positions within sentences). • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • Use commas correctly after adverbials and reporting clause. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. • Listen to and discuss a wide range of non-fiction (examples of reports). 	<p>The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
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Y3/4 Writing 2019/2020

Spring 2:

Week	Text Type and Topic	Targets from framework	SPAG objectives
Week 1	Persuasive discussions/debates. Climate change. Persuasive writing adverts.	<p>YEAR 3 EXPECTATIONS</p> <ul style="list-style-type: none"> • To begin to organise their writing into paragraphs around a theme. • To begin to use the structure of a wider range of text types: subheadings. • To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. • To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, and or though. • Begin to use a range of adverbs and prepositions to show time, place and cause. • To carefully select vocabulary to support your argument. <p>YEAR 4 EXPECTATIONS</p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To use subheadings, bullet points and pictures/diagrams with labels. • To use co-ordinating or subordinate clauses. • To use conjunctions to explain: because, therefore, when (vary position in the sentence). • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range persuasive writing an adverts. • Prepare persuasive arguments to read aloud. • Compose and rehearse sentences orally. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 Standard English forms.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 2	Persuasive writing adverts. Climate change.		

		<ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
Week 3	Anthony Browne: narrative.	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To begin to organise their writing into paragraphs around a theme. • To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. • To begin to create settings, characters and plot in narratives. • Begin to extend the range of sentences to include complex and compound. • Begin to use a range adverbs and prepositional starters. • To include speech using inverted commas. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To create settings, characters and plot in narratives to engage the reader and to add atmosphere. • To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • To include speech using inverted commas and the correct speech punctuation inside the speech marks (commas, exclamation marks or question marks). 	<p>Word structure Y3 Word families based on common nouns. Y4 Standard English forms.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on. Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings. Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Introduction of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and exclamation marks. Y4 Use of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>

Week 4	Anthony Browne: Convert story to play script.	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (study examples of play scripts and stories - look at differences). • To begin to use the structure of a play script: new lines, name of character followed by colon. No speech marks. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to vary writing more for a wide range of purposes and audiences, using formal and informal language: used by members of cast and stage directions • Punctuation: brackets for stage direction, character name followed by colon, new lines, no speech marks. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of stories and play scripts. • Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Compose and rehearse sentences orally. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Punctuation Y3 Don't use speech marks</p> <p>Y4 Write name followed by a colon. New line for each speaker.</p>
Week 5	Spring poetry	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (studying different poems). • To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (studying different poems). • Use rhyming couplets. • Use more than one stanza. • Develop use of expanded noun phrases. 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p>

		<p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to vary writing more for a wide range of purposes and audiences, using formal and informal language. • To expand noun phrases. • Use rhyming couplets. • Use more than one stanza: organising ideas in the different stanzas. • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • Include alliteration and similes. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poetry. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Capital letters to start each line.</p> <p>Y4 Capital letters to start each line. Exclamation marks and question.</p>
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Y3/4 Writing 2019/2020

Summer 1:

Week	Text Type and Topic	Targets from framework	SPAG objectives
Week 1	Diary: polar regions. Text 'The great explorer'.	<p>YEAR 3 EXPECTATIONS</p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. Begin to extend the range of sentences to include complex and compound. Begin to use a range of conjunctions. To use prepositions. To use a full range of punctuation: capital letters, full stops, commas in lists, commas after adverbials Develop use of expanded noun phrases to describe settings and characters. <p>YEAR 4 EXPECTATIONS</p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To create settings, characters and plot in narratives to engage the reader and to add atmosphere. To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To use the punctuation: capital letters, full stops, commas in lists, commas to separate clauses, question marks. To consistently use apostrophes for singular and plural possession as well as contraction and recognise the difference. <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of diary entries. 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p> <p>Y4 Use of paragraphs top organise ideas around a theme.</p>
Week 2	Diary: polar regions. Text 'The great explorer'.	<p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Apostrophes to mark singular and plural possession. E.g. the girl's name (one girl), The boys' football (more than one boy). To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>	

		<ul style="list-style-type: none"> • Compose and rehearse sentences orally. 	
Week 3	Non-chronological report: polar regions	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To begin to organise their writing into paragraphs around a theme. • To begin to use the structure of a wider range of text types: subheadings. • To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. • To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, and or though. • Begin to use a range of adverbs and prepositions to show time, place and cause. • To use the punctuation: capital letters, full stops, question marks and commas in a list. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To use subheadings, bullet points and pictures/diagrams with labels. • To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions: when, before, after, because (which are sometimes in varied positions within sentences). • To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. • Use commas correctly after adverbials and reporting clause. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. • Listen to and discuss a wide range of non-fiction (examples of reports). 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun across sentences.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 4	Non-chronological report: polar regions		

Week 5	Inuit tales: myths and legends	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme. To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. To begin to create settings, characters and plot in narratives. Begin to extend the range of sentences to include complex and compound. Begin to use a range adverbs and prepositional starters. To include speech using inverted commas. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To create settings, characters and plot in narratives to engage the reader and to add atmosphere. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns, a range of fronted adverbials and prepositions appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To include speech using inverted commas and the correct speech punctuation inside the speech marks (commas, exclamation marks or question marks). <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fictions (examples of myths and tales). Compose and rehearse sentences orally (including dialogue), 	<p>Word structure Y3 Word families based on common nouns.</p> <p>Y4 Standard English forms.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Introduction of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Use of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 6	Inuit tales: myths and legends		

Y3/4 Writing 2019/2020

Summer 2:

Week	Text Type and Topic	Targets from framework	SPAG objectives
Week 1	Newspaper report: polar exploration	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (look at newspaper examples). • To begin to organise their writing into paragraphs around a theme. • To begin to use the structure of a wider range of text types: subheadings, title, captions, and pictures. • Use paragraphs to organise ideas. • To use conjunctions, including when, if, because, and or though. • Develop use of expanded noun phrases. • To include quotes using inverted commas to show speech. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • Use genre specific layout devices: title, subheading, by line, opening sentence, pictures, and captions. • Begin to vary writing more for a wide range of purposes and audiences: use speech to show informal writing. • To use inverted commas to show quotes. • Use the correct punctuation inside the inverted commas: commas, exclamation marks, question marks. <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of newspaper reports. • Compose and rehearse sentences orally (including quotes). 	<p>Word structure Y3 Use of determiners a or an.</p> <p>Y4 The difference between plural and possessive -s. Standard English forms for verb inflections e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done'.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas. Heading and sub-headings.</p> <p>Y4 Use of paragraphs to organise ideas around a theme.</p> <p>Punctuation Y3 Introduction of speech marks to punctuate direct speech. To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Use of speech marks to punctuate direct speech.</p>
Week 2	Newspaper report: polar exploration		

			To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.
Week 3	Recount: local visit	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (look at newspaper examples). • To begin to organise their writing into paragraphs around a theme. • To begin to use the structure of a wider range of text types: subheadings, title, captions, and pictures. • Use paragraphs to organise ideas. • To use conjunctions, including when, if, because, and or though. • Develop use of expanded noun phrases. • To include quotes using inverted commas to show speech. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • Use genre specific layout devices: title, subheading, by line, opening sentence, pictures, and captions. • Begin to vary writing more for a wide range of purposes and audiences: use speech to show informal writing. • To use inverted commas to show quotes. Use the correct punctuation inside the inverted commas: commas, exclamation marks, question marks. <p><u>Spoken language:</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of recounts. • Read aloud to the class. 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3 Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p> <p>Y4 Use of paragraphs top organise ideas around a theme.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Apostrophes to mark singular and plural possession. E.g. the girl's name (one girl), The boys' football (more than one boy). To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
Week 4	Recount: local visit		
Week 5	Letters to new teacher: formal	<p><u>YEAR 3 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • Begin to use ideas from their own reading and examples to plan their writing (look at examples of formal and informal letters). • To begin to organise their writing into paragraphs around a theme. 	<p>Word structure Y3 Noun prefixes, such as super-, anti-, auto-.</p> <p>Y4 The difference between plural and possessive -s.</p> <p>Sentence structure Y3</p>
Week 6	Letters to children		

	<p>going into their old class: informal</p>	<ul style="list-style-type: none"> • To make deliberate ambitious word choices to add detail including nouns and pronouns to avoid repetition. • Begin to extend the range of sentences to include complex and compound. • Punctuation: commas after adverbials and in lists, correct use of exclamation marks, question marks. • Develop use of expanded noun phrases to describe settings and characters. <p><u>YEAR 4 EXPECTATIONS</u></p> <ul style="list-style-type: none"> • To organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To describe settings and characters. • Begin to vary writing more for a wide range of purposes and audiences, using formal (letter to teachers) and informal language (letter to friends). • To use co-ordinating or subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • To consistently choose pronouns to avoid repetition, e.g. he, she, they, it. • Punctuation: commas to separate clauses and in lists. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of recounts. • Read aloud to the class. 	<p>Expressing time and cause using conjunctions: when, before, after, while, because. Prepositions: before, during, after, in, on.</p> <p>Y4 Choice of pronoun or noun within a sentence to avoid repetition. Fronted adverbials.</p> <p>Text structure Y3 Introduction to paragraphs to organise ideas.</p> <p>Y4 Use of paragraphs top organise ideas around a theme.</p> <p>Punctuation Y3 To use the punctuation: capital letters, full stops, commas in lists and exclamation marks.</p> <p>Y4 Apostrophes to mark singular and plural possession. E.g. the girl's name (one girl), The boys' football (more than one boy). To use the punctuation: capital letters, full stops, commas in lists and after adverbials, question marks and exclamation marks.</p>
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